



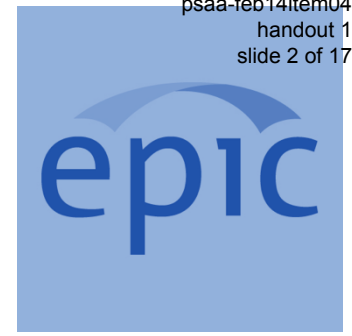
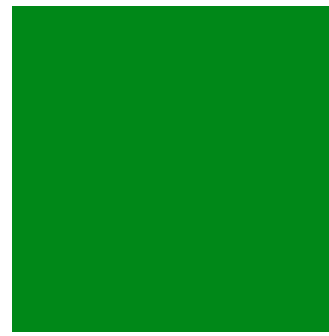
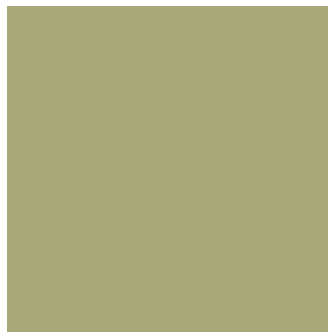
Considering Measures for a College and Career Readiness Indicator:

Research Plan & Analytical Framework

**Presented to the
California Department of Education's PSAA Committee
by the Educational Policy Improvement Center (EPIC)
February 20, 2014**

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- Nonprofit founded in 2002 by Dr. David T. Conley
- 50 employees in offices in Eugene and Portland, Oregon with national network of consultants
- Mission to improve educational policy and practice that will increase student success, particularly those students underserved by public schools
- Nationally recognized leader in the field of college and career readiness

**INFORMING
POLICY**

**IMPROVING
PRACTICE**

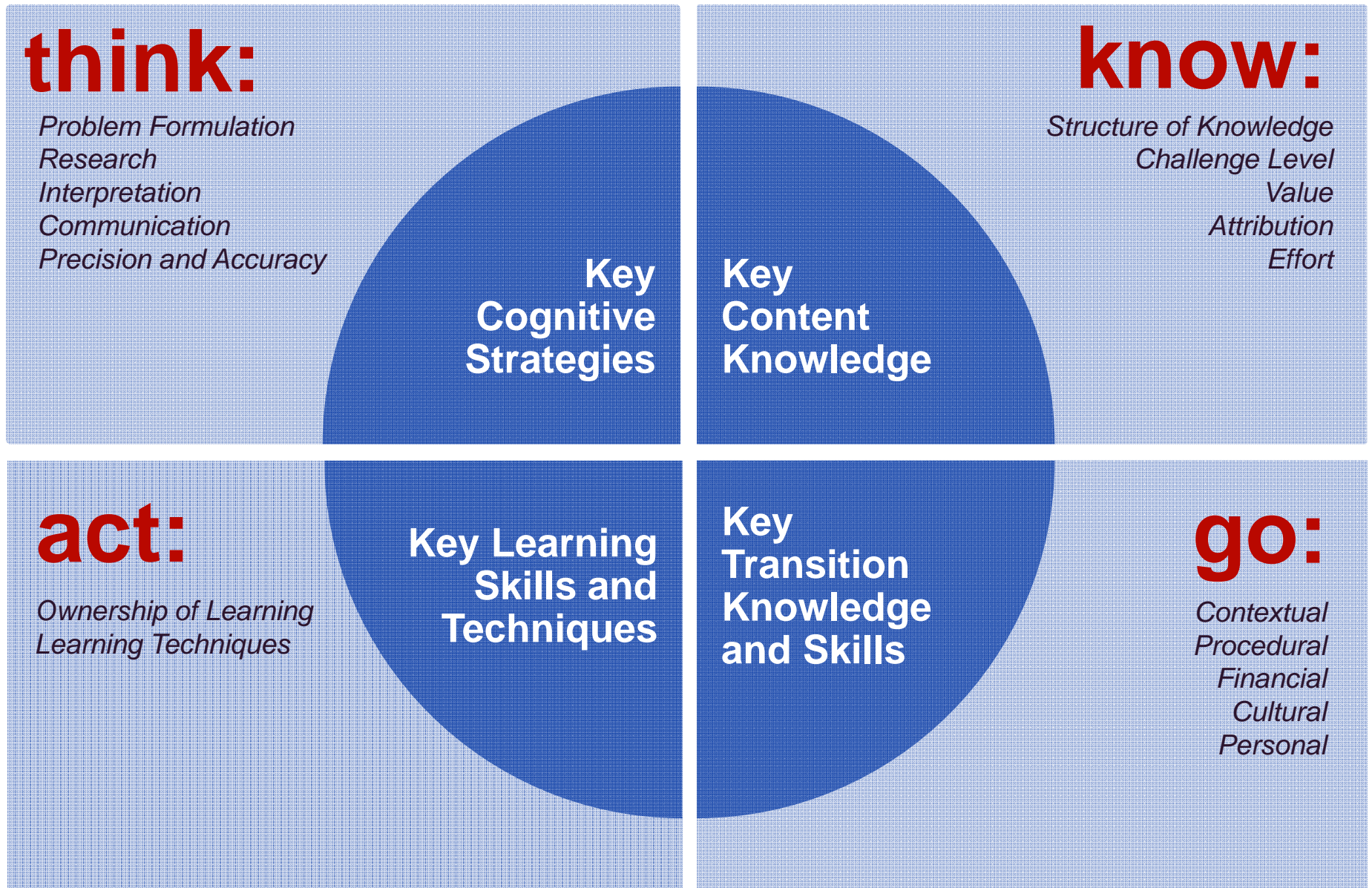
**CONDUCTING
RESEARCH**

**DRIVING
INNOVATION**

Innovation Lab Network Performance Assessment Pilot and Policy Framework

■ South Carolina Next Generation
Accountability Redesign ■ **Delaware DOE
Technical Assistance** ■ CIE Working Group
on Noncognitive Skills in Policy & Practice ■
Generation Texas CCR in the Classroom
■ Oregon CTE Performance Assessment for
the Common Core ■ **Maine Course
Pathways** ■ Advanced Placement Course Audit
■ **CA Diploma Alignment** ■ 38 Schools
Study ■ **Gates Foundation Common Core
Validity & Alignment Studies** ■ NAGB Job
Training Program Curriculum Study (JTPCS) ■
College and Career Readiness System™
■ Lumina Foundation Next Generation of
Student Supports Challenge Prototype ■
**Roadtrip Nation Deeper Learning Case
Study** ■ 2U Semester Online Evaluation

FOUR KEYS *to* College & Career Readiness



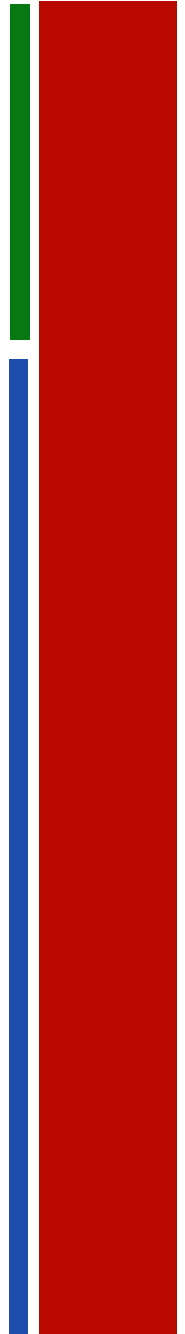


As CALIFORNIA works to incorporate college and career readiness (CCR) into its accountability system, the Department of Education contracted EPIC to help analyze potential measures for a CCR indicator.



PROJECT OVERVIEW

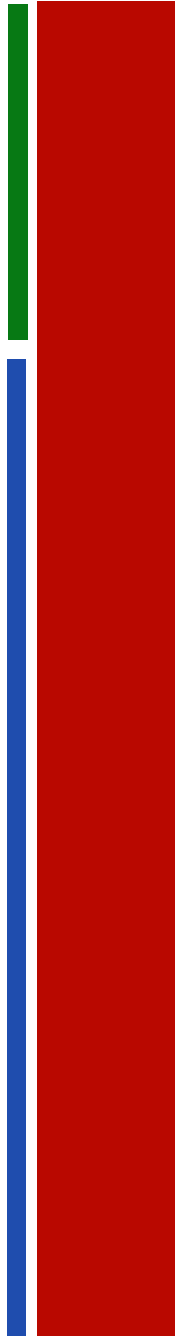
- Series of Six White Papers and Final Summary Paper
 - April: Papers 1 & 2
 - June: Papers 3 & 4
 - August: Papers 5 & 6
 - October: Draft of Final Report
 - December: Final Report Presented to State Board of Education
- Each paper analyzes a class or cluster of measures selected by PSAA
 - Analytical framework
 - Additional considerations of other state systems and tradeoffs.
- Final report summarizing findings across measures





For Consideration Today:

- Analytical Framework (this morning)
- Measures for Analysis (this afternoon)



An **ANALYTICAL FRAMEWORK** will provide a *consistent, rigorous* set of criteria by which each measure can be evaluated for its inclusion in the API college and career readiness indicator.



API GUIDING PRINCIPLES

- “In order to ensure an orderly development of the Academic Performance Index (API), it is important to begin with a statement of core beliefs about the API. At times certain of these principles may come into conflict. Ultimately, it will be the role of the SPI and SBE to resolve these conflicts by establishing policy priorities... These guiding principles are intended to provide a foundation for development of the API and to minimize the possibility of adverse effects related to implementation of the API and its component indicators.
 - *Some principles are global to the index, some specific to measures*
 - *This study has selected principles most salient to the process of evaluating measures of college and career readiness*
 - *Satisfaction of principles will not always be binary matter of yes/no, but require careful consideration of tradeoffs and implications.*

“The

*(measure of college and
career readiness considered
for inclusion in the)*

API

should...

- Be technically sound
- Emphasize student performance, not educational processes
- Measure content, skills, and competencies that can be taught and learned in school
- Allow for fair comparisons
- Include as many students as possible
- Be flexible with stable stable indicators
- Be understandable, particularly to educators and parents
- Minimize burden



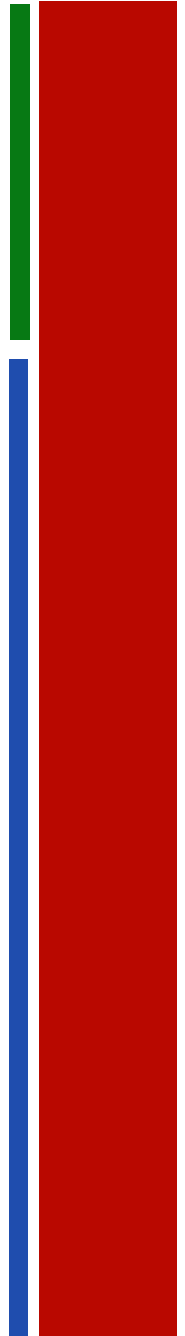
ADDITIONAL EVALUATIVE CRITERIA specific to a CCR measure

- Has currency outside of the accountability system
- Recognizes a variety of postsecondary pathways, taken individually or in combination with other measures
- Has a strong empirical research base showing a relationship with postsecondary success
 - Bulk of each white paper will focus on review of existing research
 - Relationships will not always be causal
 - Postsecondary success outcome variables may include college matriculation, persistence, course grades, and completion as well as career success defined extrinsically (salary, promotion) or intrinsically (self-reported job satisfaction)
 - Type of study, sample, methods, potential bias considered for literature



ADDITIONAL INFORMATION provided for each CCR measure

- Established benchmark or cut score for “readiness” determination, when appropriate
- Data on California students (participation or achievement), when available
- Inclusion of measure in other state accountability systems, when available
- Potential trade-offs or unintended consequences, when appropriate



Acknowledged Challenges for Research

- California has not adopted a policy definition of college and career readiness, and readiness is not a cut score
- Analyses may place some evaluative criteria in conflict with one another, others may not be a simple binary yes/no evaluation
- Research on postsecondary readiness and success has a bias toward college-going pathways because of available outcome variables, and those variables can be self-referential to other potential measures
- College and career readiness is a dynamic phenomenon

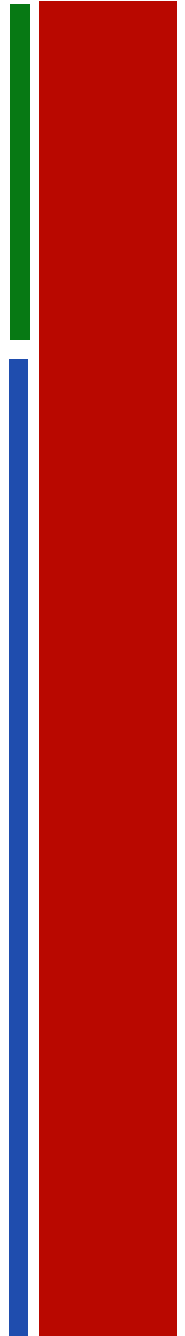
Established Goals for Research

- Apply consistent, rigorous analytical framework for each measure considered for inclusion in the CCR indicator
- Provide thorough review of most current, relevant research on each measure considered
- Proceed with sensitivity to bias, trade-offs, unintended consequences
- Communicate findings in language accessible to diverse audiences and in a format appropriate to inform decision making



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ANALYTICAL FRAMEWORK

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- Emphasize student performance, not educational processes
- Measure content, skills, and competencies that can be taught and learned in school
- Allow for fair comparisons
- Include as many students as possible
- Be flexible with stable indicators
- Be understandable, particularly to educators and parents
- Minimize burden
- **Have currency outside of the accountability system**
- **Recognize a variety of postsecondary pathways**
- **Have a strong empirical research base showing a relationship with postsecondary success**



For more information about this project or the wider work of EPIC:

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